

Summer  
2010

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The Globe

## Nurse Leader

### From the Chair, Louise Bigley, BSN, RN

Warm weather greetings to you! With all of the cool, wet days we have had this spring, I am eager for the warmth of summer. To me, May has always been a month of transition filled with special days of remembrance, graduations and celebrations. All of these events make me reflect and realize that change is inevitable. As I reflect about the progress of 2010, it seems that change is everywhere and at dynamic speed. Change is very interesting, some individuals embrace change, while others feel threatened or even fearful of change. But I am reminded that so much of what we do in Public Health involves change. Yet one of our biggest struggles in public health is that change is slow. Maybe that's just my perspective of the world speeding past me. Public health and population based nursing moves at a different pace when you are moving an entire population to change. That just doesn't happen over night! Just think about what it takes for one person to make a change. What does it take for you to make a decision or change? Motivating individual change can be challenging when it's your own behavior; but what about the population? It's not as easy as just regurgitating information to change behavior, the individual must have their own personal motivation to change. Often we meet with individuals in an effort to motivate change in their behavior, and we leave the situation feeling rejected when the educational guidance of change is not followed. I recently attended a seminar about the change model and it served as a great refresher. Although we are to facilitate change, the true movement is the growth and responsibility of the individual. Therefore, to be true and effective facilitators of change, we should remember the five stages of change; precontemplation, contemplation, preparation, action and maintenance. Consider the individuals that you are working with, where do they fit in the change model? (Continue page 2)

### Did You Know?

The Southwest Missouri Salute to Nurses was held on April 27, 2010 to recognize outstanding professional nurses and student nurses. The following were honored: *2010 Nurse of the Year*: **Rosemary Chance**, school nurse, Richland School District; *Nurse Educator of the Year*: **Pam Carpenter**, Ozarks Technical Community College. Other awards: *Lifetime of Compassion*: **Marcy Keltner**, Cox Health; (continue page 2)

### Chat with Louise



### Missouri Nurses for Public Health Officers:

#### Chair:

Louise Bigley

#### Chair Elect:

Dana Hunt

#### Treasurer:

Caroline Helton

#### Secretary:

Diane Smith

#### Co-Historians:

Pam Bryant and

Karen James

### From the Chair (continued from page 1)

1. *Precontemplation*: Not considering change and does not recognize the need for change. Often individuals do not feel confident in their ability to change. No change planned for six months.
2. *Contemplation*: Exploring the possibility of change, recognizes the need to change behavior, but has uncertainties, yet plans to take action in the next six months.
3. *Preparation*: Planning to take action within the month.
4. *Action*: Develop plan and implementing the identified change. Development of confidence is crucial to continue in the commitment of action.
5. *Maintenance*: The new behavior is now natural and effortlessly integrated into the daily life.

Just recognizing and applying what stage of change our clients, patients, or populations are at, allows us to facilitate change. It's almost like planting a garden. Some days all we do is plant a seed of good health practice, discussing barriers and introducing change. Other days we tend and nurture by clarifying the person's goals, introduce resources and skills to accomplish the change. In the end we hope we reap the harvest of action! Best wishes as you "garden" through the change model.

Hope to see you at the next MNPH meeting, June 17, 2010.

*Louise*

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### Did You Know? (continued from page 1)

*Community Outreach*: **Pam Holt**, St. John's; *Advancement of Nursing*: **Jean Grabeel**, Springfield Public Schools; *Inspiration Award*: **Dusti Everett**, Cox Health; *Honorable mention*: **Cindy Cody**, Omega Health Care; **Sharon Combs**, Springfield Public Schools; **Brandy Kirby**, Citizens Memorial Healthcare; **Janice Williams**, College of the Ozarks.

*Nursing Student Awards Winner*: **Brent Turpin**, College of the Ozarks;

*Honorable mention*: **Justin Joiner**, St. John's/SBU College of Nursing;

**Rhonda Rosser**, Ozarks Technical Community College; **Loren Winter**, Cox College.

Congratulations to these health professionals!

## **In the Spotlight...Evidence-based Practice in Action**

Submitted by Diane Smith, RN, MSN Assistant Professor  
Armstrong-McDonald School of Nursing

### **Describe the activity or program in which you utilize evidence-based practice (EBP).**

I am currently an Assistant Professor at the Armstrong-McDonald School of Nursing of College of the Ozarks. In order to provide the best learning environment, an educator must assure he or she is using evidence-based teaching strategies. There are a number of resources available to a new educator. The accrediting bodies, National League for Nursing and the Commission on Collegiate Education, provide standards and resources for faculty development.

### **How has utilizing EBP improved or changed the process/outcome for activity?**

One of the most important roles of nurse educators is to teach students about evidence-based practice. There is so much information available to nurses and patients today. It is critical that nursing students learn to assure that their interventions and practice decisions are based on valid research and nursing expertise. Nursing education has been a journey from hospital-oriented training to college or university degree programs. The need for evidence-based practice has grown with standards of care, increasing regulation, and the explosion of technology and treatment options.

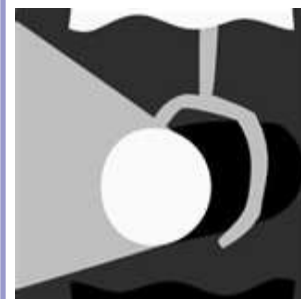
### **How did you begin implementation of EBP?**

Each nursing course incorporates evidence-based practice. In the primary course, Population-based Health Care, students have a variety of assignments designed to help them develop their skill in using the tools of evidence-based practice. My favorite is the teaching project. Students must assess their learner's developmental level using various psychosocial theorists and their needs using Healthy People 2010 objectives. In the Preceptorship course, the student must obtain research articles that relates to his/her clinical experience and explains how it applies to the experience.

### **Words of Wisdom:**

Evidence-based practice also includes clinical expertise. The clinical experiences provided to nursing students by local public health agencies are essential to nursing and public health. It is that partnership that assures future nurses are grounded in the principles of evidence based practice!

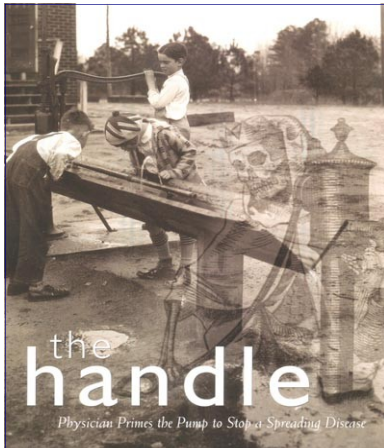
If you want to learn more about evidence-based practice in nursing, complete the online training at this web address: <http://www.biomed.lib.umn.edu/learn/ebp/>



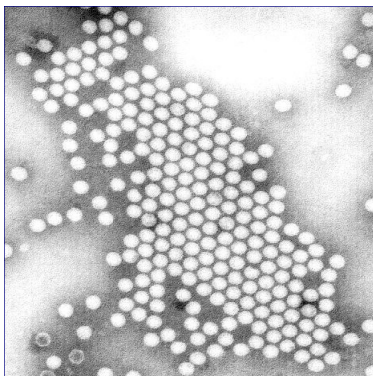
Evidence-based practice (EBP) is an approach to health care wherein health professionals use the best evidence possible, i.e. the most appropriate information available, to make clinical decisions for individual patients.

It involves complex and conscientious decision-making based not only on the available evidence but also on patient characteristics, situations, and preferences. It recognized that health care is individualized and ever changing and involves uncertainties and probabilities.

**EBCP** [http://ebp.lib.uic.edu/applied\\_health/?q=node/3](http://ebp.lib.uic.edu/applied_health/?q=node/3)



**The Handle** (the magazine of the University of Alabama School of Public Health), Fall 2002.  
[http://www.ph.ucla.edu/epi/snow/uab\\_snow.htm](http://www.ph.ucla.edu/epi/snow/uab_snow.htm)



**What is it?** The answer is located in this newsletter.

Source: <http://phil.cdc.gov/phil/>

## Public Health Nursing: Scope and Standards of Practice

This is the second article of three parts discussing the Public Health Nursing Scope and Standards of Practice.

Part One discussed Standards 1-5, Part Two will discuss Standards 6-11, and Part Three will cover Standards 12-16. Standards 7-16 is related to professional performance.

Standard 6 is **Evaluation** of the health status of the population. Measured criteria for a Public Health Nurse (PHN) are:

- Participates in a systematic, ongoing, and criterion-based evaluation of services.
- Collects data in a systematic way, applies epidemiological and scientific methods to determine the effectiveness of programs and services.
- Participates in process and outcome evaluation by monitoring activities and services.
- Applies assessment data to revise plans, interventions, and activities, as appropriate.
- Documents the results of the evaluation and makes changes if necessary.
- Shares the process and outcome evaluation results with stakeholders.

Standard 7 is **Quality of Practice** and defined as the PHN systematically enhances the quality and effectiveness of nursing practice. The measurement criteria of the PHN includes:

- Demonstrates quality through the application of the nursing process in a responsible, accountable, and ethical manner.
- Implements new knowledge and performance improvement activities to initiate changes in PH nursing practice and in delivery of care.
- Incorporates innovation in activities to improve the quality of nursing practice. (Continued page 5)

**MNPH Meeting:** June 17 10 am to 2 pm at Wilson's Creek National Battlefield for June 17. *International nursing will be the topic and a Silent Auction will be held. Lunch will be \$10 or less. The address is 6424 W. Farm Road 182 Republic MO.*

The second **silent auction** will be held at the June meeting. If you have auction items contact **Dana Hunt** at 417.820.5060 or bring the item to the meeting. The first auction was a great success and we anticipate the second one to be just as successful!

## Public Health Nursing: Scope and Standards of Practice

(continued from page 4)

- Participates in the development, implementation, and evaluation of guidelines to improve quality of practice.
- Participates in the scope of the performance improvement activities as appropriate.

Standard 8, **Education**, is defined as the PHN attains knowledge and competency that reflects current nursing and public health practice. The measurement criteria for the PHN is:

- Participates in ongoing educational activities to maintain and enhance knowledge and skills.
- Seeks experiences to develop and maintain competence in the skills needed to implement programs and services for populations.
- Identifies learning needs based on nursing and PH knowledge, and changing needs of the population.
- Identifies changes in statutory requirements for the practice of nursing and PH.
- Maintains professional records as evidence of competencies.
- Seeks experience, and learning activities to maintain and develop clinical and professional skills and knowledge.

Standard 9, **Professional Practice Evaluation**, is defined as the PHN evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

The measurement criteria are:

- Implements age-appropriate population-focused policies, programs, and services in a culturally and ethnically sensitive manner.
- Engages in self-evaluation of practice.
- Seeks feedback regarding one's own practice from others.
- Implements plan for accomplishing goals.
- Integrates the knowledge of current practice standards, guidelines, statutes, rules, and regulations into plan.
- Provides rationale for professional practice beliefs, decisions, and actions.
- Applies knowledge of current practice standards, guidelines, statutes, certification, and regulation in evaluation and peer review.

Standard 10, **Collegiality and Professional Relationships** is defined as the PHN establishes collegial partnerships with others and contributes to the professional development of peers, students, colleagues, and other. The measurement criteria for the PHN are:

- Interacts with others to enhance professional nursing, PH practice and performance of others.
- Shares knowledge and skills with others. (Continue page 6)



## Public Health Nursing: Scope and Standards of Practice

(continued from page 5)

- Mentors other PHN, colleagues, students, and others as appropriate.
- Maintains compassionate and caring relationships with professional colleagues and others.
- Contributes to an environment that fosters ongoing educational experiences.
- Contributes to a supportive, healthy, and safe work environment.

Standard 11, **Collaboration** is defined as the PHN collaborates with representatives of the population, organizations, and health and human service professionals in providing for and promoting the health of the population. The measurement criteria for a PHN are:

- Communicates with various constituencies in the community to gather information and develop partnerships and coalitions to address population-focused health concerns.
- Partners with individuals, groups, and community-based organizations in the assessment, planning, implementing and evaluation of population-focused policies, programs, and services.
- Articulates nursing and PH knowledge and skills to the interdisciplinary team, administrators, policy makers, and to other partners.
- Partners with other disciplines in teaching, program development and implementation, evaluation, research, and public policy advocacy.
- Contributes to the team in implementing PH regulatory requirements.
- Partners with key individuals, groups, coalitions, and organizations to effect change in PH policies, programs, and services to generate positive outcomes.
- Documents collaborative interactions and processes related to policies, programs, and services.

In summary, determine how you improve your knowledge and skills as a professional PHN. On-line continuing education programs are available, specifically, the Learning Management System at <http://www.heartlandcenters.slu.edu/lms.htm>. In addition, how are you supporting nurses for them to excel? The next issue will be the final discussion of the Scope and Standards of Practice for PHN.

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### Notice:

Missouri Nurses for Public Health meeting minutes and newsletters are found at <http://www.springfieldmo.gov/health/mnph.html>

Newsletter Editors: Pam Bryant (417.864.1431) or Karen James at (417.864.1687).

The picture is a transmission electron micrograph, negative stain image of the polio virus.